

## DOBY'S MILL ELEMENTARY

1964 Fort Jackson Road  
Lugoff, South Carolina 29078

**GRADES** PK-5 Elementary School

**ENROLLMENT** 538 Students

**PRINCIPAL** Dr. W. Glenn Huggins 803-438-4055

**SUPERINTENDENT** Dr. Herbert M. Berg 803-432-8416

**BOARD CHAIR** Dana A. Morris 803-432-4391

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	44	4	1	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

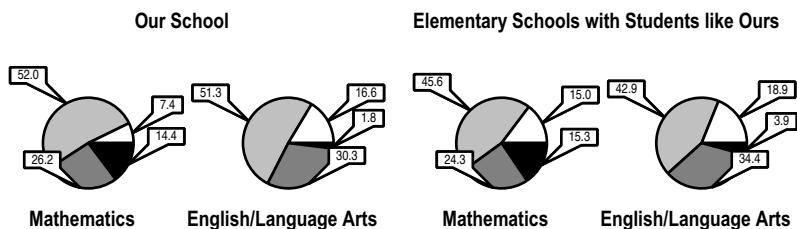
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	38	92	50
Percent satisfied with learning environment	100.0%	95.5%	93.9%
Percent satisfied with social and physical environment	100.0%	87.8%	92.0%
Percent satisfied with home-school relations	100.0%	94.5%	92.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	291	100.0	16.6	51.3	30.3	1.8	32.1	17.6
Gender								
Male	163	100.0	18.9	50.7	29.1	1.4	30.4	17.6
Female	128	100.0	13.8	52.0	31.7	2.4	34.1	17.6
Racial/Ethnic Group								
White	245	100.0	14.8	53.5	29.6	2.2	31.7	17.6
African-American	42	100.0	24.3	37.8	37.8	N/A	37.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	270	100.0	13.2	53.2	31.6	2.0	33.6	17.6
Disabled	21	100.0	57.1	28.6	14.3	N/A	14.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	291	100.0	16.6	51.3	30.3	1.8	32.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	291	100.0	16.6	51.3	30.3	1.8	32.1	17.6
Socio-Economic Status								
Subsidized meals	129	100.0	23.9	49.6	26.5	N/A	26.5	17.6
Full-pay meals	162	100.0	11.0	52.6	33.1	3.2	36.4	17.6

Mathematics								
All students	291	100.0	7.4	52.0	26.2	14.4	40.6	15.5
Gender								
Male	163	100.0	5.4	54.1	22.3	18.2	40.5	15.5
Female	128	100.0	9.8	49.6	30.9	9.8	40.7	15.5
Racial/Ethnic Group								
White	245	100.0	6.5	52.2	24.8	16.5	41.3	15.5
African-American	42	100.0	13.5	51.4	32.4	2.7	35.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	270	100.0	5.2	53.2	26.8	14.8	41.6	15.5
Disabled	21	100.0	33.3	38.1	19.0	9.5	28.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	291	100.0	7.4	52.0	26.2	14.4	40.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	291	100.0	7.4	52.0	26.2	14.4	40.6	15.5
Socio-Economic Status								
Subsidized meals	129	100.0	12.0	58.1	23.9	6.0	29.9	15.5
Full-pay meals	162	100.0	3.9	47.4	27.9	20.8	48.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	90	100.0	22.4	36.5	36.5	4.7	41.2
	Grade 4	105	100.0	11.0	59.0	29.0	1.0	30.0
	Grade 5	96	100.0	17.4	57.0	25.6	N/A	25.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	90	100.0	9.4	45.9	29.4	15.3	44.7
	Grade 4	105	100.0	6.0	61.0	19.0	14.0	33.0
	Grade 5	96	100.0	7.0	47.7	31.4	14.0	45.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 538)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.4%	N/A	2.4%	2.4%
Attendance rate	93.9%	N/A	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	22.8%	N/A	21.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	3.2%	N/A	7.3%	8.0%
Older than usual for grade	0.2%	N/A	0.6%	1.1%
Suspended or expelled	0.0%	N/R	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	55.9%	N/A	54.3%	50.0%
Continuing contract teachers	94.1%	N/A	90.4%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	87.8%	86.2%
Teacher attendance rate	95.9%	N/R	95.6%	95.3%
Average teacher salary	\$39,802	N/A	\$41,247	\$39,909
Prof. development days/teacher	11.4 days	N/R	10.7 days	11.4 days

School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio	20.8 to 1	N/R	19.7 to 1	18.9 to 1
Prime instructional time	87.9%	N/R	90.3%	89.7%
Dollars spent per pupil*	N/A	N/A	\$5,616	\$5,892
Percent spent on teacher salaries*	N/A	N/A	66.6%	66.6%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	97.0%	N/R	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

On August 7, 2002, Doby's Mill Elementary School, home of the "Dolphins," proudly opened its doors to 602 students, their parents, and to the Lugoff-Elgin community. Administrators and a fully certified staff embraced the challenges of opening a new school with eager and positive attitudes and joined together to "Catch the Wave" of excitement. In creating our own identity, we strive to establish a safe, yet inspiring learning environment for the students who attend our school.

Our school family, believing that educating children is a team effort, set high standards of excellence for our students and for ourselves. Our total school curriculum is aligned with the SC Curriculum Standards. Teachers are offered team planning to integrate the latest instructional strategies and assessments in the core subjects. Academic progress is our main goal and success in school and working cooperatively are emphasized at every grade level.

Among our first year accomplishments are the following:

We were named a Red Carpet School! We implemented the Accelerated Math and Reader programs, a RAPS discipline program, a Character Education program, and school-wide business partnerships. Four teachers received National Board Certification. Principal Glenn Huggins received his Doctorate degree. Myra Mackey was selected Teacher of the Year. Our students won the district's United Way Student Contribution Award. Seven teachers were awarded grants totaling over \$20,000.00. Our Student Council led the school with numerous service learning activities.

At DME, we herald technology as a basic skill, just like reading and math. Here, first graders take digital photography classes; second graders take a digital video-movie making class; third graders enroll in a computer club; fourth graders compete in Lego Robotic competition; and fifth graders assist with web page design and compete on the state level.

Our wonderful PTO raised funds for new playground equipment and student rewards. Our dedicated SIC is continually working on school improvement plans. By working together with all stakeholders, we aim to create a partnership and provide decision-making opportunities in which students reap the rewards of a warm and supportive learning environment.

Dr. W. Glenn Huggins, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.